

9-9-2a

Decision Making

Grade Level	Tenth
Minimum Time Required	30 Minutes
Materials/Resources	Decision Making Handouts
Subject Area(s)	Guidance

Project Description:

1. Complete the energizer and decision making activities with the students (handouts).
2. Encourage students to discuss their barriers. If no one volunteers, generate a discussion on what some barriers might be, (i.e., dating, drinking, drugs, peer pressure, etc.). **Allow time for students to plan their steps to finding a solution.** "Successful people understand that there are consequences to all decisions, and they carefully make their choices. We've all made mistakes when we've made decisions, but we now know a way to help us make better, more informed decisions. "Let's put them to work."

Career Development Standard	Skills to make decisions
Career Development Indicator	Identify alternatives in given decision-making situations.
Delivery Level	Review
Academic Standards	
Language Arts	1.4.c compile and synthesize information to make reasonable and informed decisions. 3.1.b apply effective listening techniques for creative problem-solving and collaborative decision-making.
Employability/SCANS Skills	Thinking Skills Basic Skills
Assessment/Rubric	Students will be evaluated on class participation.

Submitted by: Northwestern High School

Decision Making

ENERGIZER: I'd prefer to be...

RULES:

"We're going to find out more about each other right now. I need everyone to come to the front of the room (or any open area). I'm going to give you some choices -two at a time -and you will have the opportunity to choose one or the other. For example, if you'd rather be a potato, go to the right side of the room, or if you'd rather be a tomato go to the left side of the room. You need to make your choice quickly and no standing in the middle! "

OBSERVATION:

As you announce the choices, be sure groups move rapidly. You can have more fun with this by randomly asking, "Carl, why did you choose morning?" etc. Tailor your choices to the group, but feel free to draw from the suggestions listed below:

WOULD YOU RATHER BE...

reading a book or writing a book?
a jelly bean or a pickle?
a river or a puddle?
or the "Today Show" or "The David Letterman Show?"
alone or with people?
a butterfly or a wasp?
an apple or a watermelon?
a hamburger or a filet?
in Des Moines, Iowa or in New York City?
an ocean or a desert?
a dog or a cat?
Madonna or Garth Brooks?
watching T. V. or going to a party?
a hog or a sheep ?
shopping or attending a football game ?
employed or unemployed?

STEPS TO DECISION MAKING

Transition:

"We have many important decisions to make regarding our future. Successful people make decisions based on certain steps."

RULES :

Explain the Steps to Decision Making (Overhead).
Share a decision you are needing to make and use the Steps to Decision Making to help you

Steps to Decision Making

1. Identify the challenge
2. Brainstorm solutions and consequences.
3. Gather information.
 - List sources you know.
 - Research sources you need to know.
4. Decide and act.
5. Evaluation.

1. *I need transportation.*
2. *Buy a new car/*
No money, larger payments
Buy a used car/
Smaller payments
Car Pool
Depends on other people
Walk
Weather not always ideal
Use Public Transportation
3. *How much do new cars cost?*
How much \$ can I borrow?
What is the bus schedule?

"We are all going to have the opportunity to use these steps in helping to solve someone else's problem. Listen to this letter (Handout).

Dear Abby,

I'm having a rough time getting along with my boss. For example, yesterday, I was really sick. I was scheduled to work, so I called someone who had the day off to take my place. Today, when I got back to work, my boss was really upset. She said the other worker couldn't handle that busy shift all by herself and that I should have known better than to have called her to work for me. I need this job, and I am so glad to have the chance to work, but I don't know how much more of my boss's constant criticism I can take! What can I do?

Yours,
Maude in Cape Cod

Decision Making

After reading the letter, divide the students into small groups. With the tallest member of the group acting as recorder, ask them to work through all the steps. If they find more than one challenge in the letter, they should choose one and be as complete as possible. Emphasize the need to brainstorm all solutions and consequences.

OBSERVATION:

When finished, have each group come to the front and present their solutions and their reasoning. (Respond objectively, as there are no right or wrong answers.)

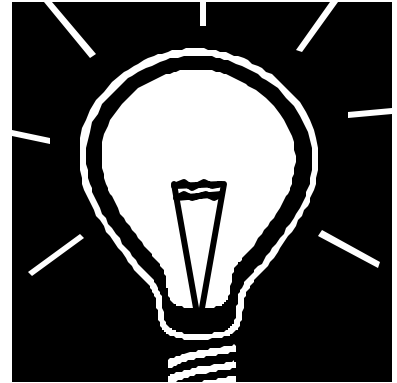
Congratulate them for using the Steps to Decision Making and discuss:

1. What are the benefits of working as a group?
2. What are the benefits of using the Steps?
3. When have you made successful decisions?
4. What were the consequences?
5. When have you made unsuccessful decisions?
6. How did you make them?
7. What poor decisions can you undo?

"You did an excellent job of using the Steps to Decision Making to help Maude in Cape Cod make a positive decision. Were the steps helpful? Can you see the benefits of using these steps in making your own decisions? It will take practice just like any new skill. You don't always have to make decisions by yourself; there are a lot of resources available to help you."

"It has been said that people who cannot learn from the past are doomed to repeat it. Do you think that's true? Has this happened to you? Many of you have made major decisions already; whether or not to drink or do drugs, where to go to college, where to work. How did you make those decisions? Who would like to share a challenge that you have identified in your life?"

Steps to Decision Making



- 1. Identify the challenge**
- 2. Brainstorm solutions and consequences**
- 3. Gather information**
 - List sources you know**
 - Research sources you need to know**
- 4. Decide and act**
- 5. Evaluation**